



Accredited Provider
The Skills College for Development and Training (Pty)Ltd.

National Certificate: Occupationally Directed Education Training and Development Practices

Qualification ID 50334– NQF 5; 120 Credits

INTRODUCTION

Purpose:

This qualification is for those who want to build on a FETC in any field to enter the field of ODET as a potential career, and have little or no previous exposure to ETD. The qualification will also be valuable for those who may have been practising within the field, but without formal recognition. This qualification will be useful for:

Learning facilitators.

Assessors.

Learner and learning supporters.

Skills Development Facilitators.

This qualification will provide practitioners with the general ETD skills required at NQF level 5 across five key ETD roles, with the opportunity to specialise further in one of the following four roles:

Design and develop learning interventions.

Facilitate learning.

Design and conduct assessments.

Facilitate skills development.

Practitioners will generally carry out their role within the context of:

Given Quality Assurance policies, procedures and processes.

A guided and supported learning environment..

Rationale for the qualification:

The development of skills within and for the workplace is a priority within South Africa, as supported by legislation, national policies and strategies. Much of the needed skills development is carried out by people who have knowledge and skills within their area of expertise, but lack the required skills in relation to ETD. Many of the skills development objectives, nationally and within companies and organisations, are met through the efforts of ETD practitioners operating at NQF Level 5, and this certificate addresses the key competencies of such practitioners.

This qualification will meet the need of those who wish to progress beyond the FETC ODET, or who wish to enter the field of ETD for the first time. The certificate will also help to increase the employment prospects of ETD practitioners, while helping to ensure quality and competence within the ETD field.

This qualification will provide a means to recognise ODETD practise at level 5 across five key ETD roles in a generalist capacity, with particular application possible in at least one role. Practitioners who wish to extend the skills in ETD to cover further ETD roles should select the Diploma ODETD, Level 5.

LEARNING ASSUMED TO BE IN PLACE

It is assumed that practitioners have expertise in the subject/occupation field in which they intend to provide education, training and development, at a level required to engage meaningfully in ETD within that field.

It is also assumed that learners working towards this qualification hold a FETC or equivalent. Further learning assumptions are specified within the associated unit standards where required.

Recognition of Prior Learning:

This qualification can be achieved wholly or in part through Recognition of Prior Learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.

Access to the qualification:

Access to this qualification is open bearing in mind the Learning Assumed to be in place.

EXIT LEVEL OUTCOMES

1. Communicate in a variety of ETD settings.
2. Design and develop learning programmes and processes.
3. Facilitate and evaluate learning.
4. Engage in and promote assessment practices.
5. Provide learning support to learners and organisations.
6. Conduct skills development facilitation.

Critical Cross-Field Outcomes:

This qualification addresses the following Critical Cross-Field Outcomes:

Identifying and solving problems in relation to designing and organising learning opportunities and in relation to learner's difficulties within the ETD context.

Working effectively with others as a member of ETD teams in the analysis, design and delivery of ETD. Organising and managing oneself and one's activities responsibly and effectively when preparing oneself, preparing learning resources and setting up the learning environment.

Collecting, analysing, organising and critically evaluating information about learners, learning needs, learning resources, organisational requirements and national ETD strategies.

Communicating effectively using visual, mathematical and/or language skills when presenting information to learners and discussing the subject matter.

Using science and technology effectively and critically, showing responsibility towards the environment and health of others, mainly in the application of occupation-related technology, but through the appropriate use of ETD-related technology.

Demonstrating an understanding of the world as a set of related systems, and in particular through the linking of ETD and practice within the occupational field.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

Reflecting on and exploring a variety of strategies to learn more effectively.

Participating as responsible citizens in the life of local, national and global communities.

Being culturally and aesthetically sensitive across a range of social contexts.

Exploring education and career opportunities; and developing entrepreneurial opportunities.

TIME PERIOD

This Learnership can be presented over a period of 12 months

THE FOLLOWING UNIT STANDARDS WILL BE COMPLETED IN ORDER TO REACH 120 CREDITS:

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Core	117865	Assist and support learners to manage their learning experiences	Level 4	NQF Level 04	5
Core	123396	Define target audience profiles and skills gaps	Level 4	NQF Level 04	6
Core	115753	Conduct outcomes-based assessment	Level 5	Level TBA: Pre-2009 was L5	15
Core	114924	Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework	Level 5	Level TBA: Pre-2009 was L5	5
Core	123397	Evaluate a learning intervention using given evaluation instruments	Level 5	Level TBA: Pre-2009 was L5	10
Core	117871	Facilitate learning using a variety of given methodologies	Level 5	Level TBA: Pre-2009 was L5	10
Core	117874	Guide learners about their learning, assessment and recognition opportunities	Level 5	Level TBA: Pre-2009 was L5	6
Core	15221	Provide information and advice regarding skills development and related issues	Level 5	Level TBA: Pre-2009 was L5	4
Fundamental	115789	Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts	Level 5	Level TBA: Pre-2009 was L5	5
Fundamental	115790	Write and present for a wide range of purposes, audiences and contexts	Level 5	Level TBA: Pre-2009 was L5	5
Elective	15227	Conduct skills development administration in an organisation	Level 4	NQF Level 04	4

Elective	110506	Demonstrate and apply knowledge and understanding of the basic components and fundamental skills of effective communication	Level 4	NQF Level 04	4
Elective	15232	Coordinate planned skills development interventions in an organisation	Level 5	Level TBA: Pre-2009 was L5	6
Elective	119665	Demonstrate understanding of the concept of human rights and democracy and its application in society	Level 5	Level TBA: Pre-2009 was L5	12
Elective	15217	Develop an organisational training and development plan	Level 5	Level TBA: Pre-2009 was L5	6
Elective	123394	Develop outcomes-based learning programmes	Level 5	Level TBA: Pre-2009 was L5	10
Elective	123398	Facilitate the transfer and application of learning in the workplace	Level 5	Level TBA: Pre-2009 was L5	5
Elective	10294	Identify and respond to learners with special needs and barriers to learning	Level 5	Level TBA: Pre-2009 was L5	10
Elective	252041	Promote a learning culture in an organisation	Level 5	Level TBA: Pre-2009 was L5	5
Elective	15222	Promote a learning culture in an organisation	Level 5	Level TBA: Pre-2009 was L5	3
Elective	15218	Conduct an analysis to determine outcomes of learning for skills development and other purposes	Level 6	Level TBA: Pre-2009 was L6	4
Elective	115759	Conduct moderation of outcomes-based assessments	Level 6	Level TBA: Pre-2009 was L6	10
Elective	115755	Design and develop outcomes-based assessments	Level 6	Level TBA: Pre-2009 was L6	10
Elective	123401	Design outcomes-based learning programmes	Level 6	Level TBA: Pre-2009 was L6	15
Elective	10305	Devise interventions for learners who have special needs	Level 6	Level TBA: Pre-2009 was L6	16
Elective	123400	Evaluate and promote education training and development (ETD) providers, services and products for organisational use	Level 6	Level TBA: Pre-2009 was L6	5